**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.OA.4, 4.OA.5**  **The Envision Lesson: 3-2: Patterns for Facts** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Frayer Model for topic vocabulary  Plain paper for flashcards  Manipulative of choice for arrays (Unifix cubes, unit cubes, counters, etc.) | **multiple** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review that multiplication is repeated addition  Daily Spiral Review (*Drops in a Bucket)*  Problem of the Day | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   *multiple*: the product of any two whole numbers  **Frayer Model**—give students the definition and characteristics, one example and one non-example   1. How will you provide multiple opportunities for vocabulary to be used in context?  * students will fill in more examples and non-examples throughout the remainder of the lesson and unit * students will share their examples with other students during and after the lesson, as well as during a unit review | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  ***This is a review of a concept from 3rd grade, so the focus may be on the students who need re-teaching than actually teaching the concept.***  Review that multiplication is repeated addition  Go through the lesson in the book.   * Count by 2’s, 5’s, and 9’s as a class. Ask the students if they have any tricks for remembering the multiples (i.e. Counting with your hands: 5’s and 9’s , Songs, etc.) * Make facts using manipulatives (Unifix cubes, colored cubes, tiles etc.) * Make arrays with food things (Cheerios, Fruit Loops, M&M’s, etc.) * *Higher Level Thinking:*   + - Prove to me that the Commutative Property is true—How? Why?     - Students create their own story problems and show the answers using their manipulatives | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Depending on the level of your students, use any or all of the following idea as needed…   * Arrays in journals * Creating and solving story problems with pictures * In journals, make lists of things that come in 2’s, 5’s and 9’s and Think-Pair-Share * Show patterns on hundred’s chart * eTools (USU manipulatives tools) * Array Flashcards | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Flashcards and memory games with partners  [www.freerice.com](http://www.freerice.com) multiplication facts  Begin homework | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Give the students speed drills for the 2’s, 5’s, and 9’s facts to verify fluency. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.   * ***Investigations Unit 1: 2.2, 2.3*** * memory games: word:word, word:definition, word:definition:example | |
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| **HOMEWORK**  **Practice Master 3-2**  **Home Flashcards**  [**www.pearsonsuccessnet.com**](http://www.pearsonsuccessnet.com) **activities at home** | |
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